

From: [IQC](#)
To: [Tracie Yee](#)
Subject: FW: Making the Framework FAIR report (K-12 History-Social Science Revision)
Date: Wednesday, November 12, 2014 12:30:47 PM

From: Don Romesburg [<mailto:romesbur@sonoma.edu>]
Sent: Tuesday, September 16, 2014 11:32 AM
To: abarr5@lausd.net; kbennett@santapaulaunified.org; edsouza@rialto.k12.ca.us; Jose.dorado@sbcglobal.net; robert_foster@redlands.k12.ca.us; lori.freiermuth@sweetwaterschools.org; mgalvan@dinuba.k12.ca.us; cbherrera@mac.com; billhonig@comcast.net; jjsken1@gmail.com; njmctygue@ucdavis.edu; drbrianmuller@gmail.com; sshiels@srcs.k12.ca.us; spykerman_j@auhsd.us; culloa@oldadobe.org; lauryn.wild@sbcusd.com
Cc: Tom Adams; Cheri Peon del Valle; Kristen Cruz Allen; Kenneth McDonald; Rachel Reinhard; Leila Rupp; David Donahue
Subject: Making the Framework FAIR report (K-12 History-Social Science Revision)

Dear IQC Members,

I look forward to speaking with you tomorrow at the History-Social Science meeting and introducing this important report (attached) to you all. As you know, the IQC is making revisions to the K-12 History-Social Science Framework that will, among other things, bring it into line with the FAIR Education Act.

For the past 18 months, the Committee on LGBT History, an affiliated society of the American Historical Association, has been collaborating with nearly 20 scholars from around the country to develop *Making the Framework FAIR*. This report encourages the IQC to embrace a transformative approach to the incorporation of LGBT roles and contributions. Social science education researchers have deemed a transformational approach the best practice for integrating diversity into frameworks and curricula. Such an approach expands students' abilities to understand gender and sexuality as changing historical categories and as lenses for historical analysis. It also reflects accurately the ways that professional historians have come to understand historical LGBT roles and contributions. Few to no professional historians of sexuality would advocate a "famous individuals" model, which has profound limitations (detailed in the report) and fails to represent the ways that gender and sexuality as fields of social power and meaning actually operate across time. Additionally, in discussion with K-12 educators about our report, we heard that while an additive approach felt like loading even more into an already full curriculum, a transformative approach that includes LGBT history encourages "not another unit," but rather a reframing of "how we're teaching" that helps educators and students "look at [history] through a different lens."

California's students deserve your leadership here to help bring history education into the 21st century. Embracing the revisions recommended in *Making the Framework FAIR* helps to make the learning of U.S. history an empowering experience through which students build tools across multiple grade levels that enable them to conduct diverse forms of analysis, multiple interpretations of evidence, and exploration of change and continuity over time. Understanding gender and sexuality this way enhances their capacities as active and engaged citizens in an increasingly diverse state.

Thank you in advance for your consideration of this report. I am eager to have ongoing dialogue with you regarding it as revisions progress. Feel free to contact me any time at either my cell (415.850.8580) or email (don.romesburg@sonoma.edu).

Sincerely,

Don Romesburg, Ph.D., Chair of Women's and Gender Studies, Sonoma State University

P.S. I apologize for this, but I was unable to find email addresses for Assemblymember Quirk-Silva and Senator Liu. Could you please forward this to them?

Don Romesburg

Co-Chair, Committee on LGBT History

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